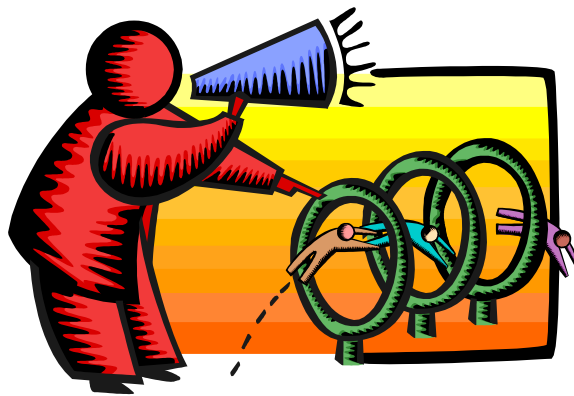




**Pacific Leadership Academy Fellows
Reference Guide
FY2011**

Pacific Leadership Academy Fellows Reference Guide

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Overview

What it Takes to Meet Expectations and Graduate

The Pacific Leadership Academy (PLA) is designed to provide the Academy Fellows with leadership concepts and applications to help transfer theory to reality. PLA currently supports two programs: Senior Leaders and Emerging Leaders

The programs consist of the following activities:

1. Leadership seminars;
2. Leadership learning activities
 - a. Individual Action Plans (IAPs) A practical exercise that provides each Fellow with a 4-6 week assignment to apply the learning theory to the real-world environment.
 - b. Research Paper.
 - c. Book Report (Emerging Leaders Only)

(Samples of these leadership learning activities are in the appendices.)

Applying the targeted leadership competencies is an essential component of both the Senior Leaders and Emerging Leaders programs. Individual Action Plans (IAPs) must be work related and provide an opportunity for Fellows to practice their skills as they apply the competencies to their own organization and work environments. The Research Paper and the Book Report are other opportunities to expand the learning.

Each Fellow will be provided with a consultant. Seasoned leaders have volunteered to serve as Consultants to assist the Fellows with their IAPs. The Consultant/Fellow relationship is a unique and special one. Consultant/Fellow assignments are determined per grade, experience and organization. To facilitate confidentiality, Consultants must serve in different government organizations from their assigned Fellows. Unencumbered by positional or organizational authority, the Consultants and Fellows are free to develop a candid, constructive and personal relationship.

Consultants will guide their Fellows throughout the IAP process. During the planning phase, Consultants will help their Fellows to define a reasonable scope for their projects, to focus on measurable outcomes and to demonstrate accomplishments and a return-on-investment (ROI). Consultants provide an

invaluable and objective perspective since they serve outside the Fellow's organization. Fellows are encouraged to communicate regularly during the implementation and analysis of each action plan. Consultants provide specific feedback to their Fellows and evaluate the IAP.

In addition, Consultants will evaluate the Emerging Leader Fellows' final Research Papers and Book Reports. The final research paper describes the Fellow's leadership development experience by integrating the content from all the classes and the learnings from the IAPs and Book Report. The Book Report is a short synopsis of a leadership book selected by the Fellow. Books will be available during the length of the program.

For the Senior Leader Fellows, their Research Papers will consist of a subchapter in a leadership book that will be produced by the entire class. Each Fellow will determine a leadership topic to be researched. These documents will be reviewed by their Fellow colleagues.

The involvement of Consultants is a unique feature of the Academy. It affords the opportunity for Fellows to work closely with successful leaders, to enhance the practical value of the Academy experience and to expand their professional network.

To fulfill the graduation requirements, each Fellow must successfully complete the seminars, IAPs, Research Paper, and Book Report (Emerging Leaders). Due dates for all activities will be provided. The consultants are to provide guidance; the Fellows are held accountable for completion on time. As a bonus outcome for these activities, Fellows completing the program receive Upper Graduate Academic Credit (ACE). Senior Leaders 6 graduate credit hours and Emerging Leaders 4 graduate credit hours.

PLA TEAM: Who and Why

Honolulu-Pacific Federal Executive Board and the U.S. Office of Personnel Management's (OPM) Western Management Development Center (WMDC) are partners in providing a professional Leadership Program for Federal agencies and other organizations in the Pacific region. The team is committed to train the next generation of leaders and managers, assist them to develop strong leadership skills and competencies, and have them succeed in future leadership positions.

Honolulu-Pacific Federal Executive Board

- Gloria Uyehara - Executive Director, PLA Program Administrator
(808) 541-2638; guyehara@hpfeb.org)
- Toni Allen - Deputy Executive Director, (FEB): PLA Program Assistant
(808) 541-2637; febstaff@hpfeb.org)
- Thomas Matsumoto - Co-Lead Senior Leader Consultant:
(808) 449-4149; Thomas.matsumoto@hickam.af.mil)
- Linda Biggs - Co-Lead Senior Leader Consultant:
(808) 474-6192; Linda.biggs@navy.mil)
- Kate Arizo - Co-Lead Emerging Leader Consultant:
(808) 672-1390; Kathryn.arizo@us.army.mil)
- Gloria Maxwell - Co-Lead Emerging Leader Consultant:
(808) 449-2840; Gloria.Maxwell@hickam.af.mil)

Office of Personnel Management-Western Management Development Center, Denver

- Phyllis O'Meara - Account Manager:
(303)-671-1034; paomeara@opm.gov)
- Sharon Senecal: Visiting Program Manager on behalf of OPM/WMDC:
Seminar Leader and Leadership Consultant
(805) 402-1445; sssenecal@aol.com)

PLA SEMINARS AND DATES

All seminars will be conducted at the Honolulu Fire Department located at 636 South Street; Honolulu, Hawaii.

SENIOR LEADERS PROGRAM

Week 1 - Leading People	25-29 October 2010	7:00 a.m. - 4:00 p.m.
Week 2 - Leading Organizations	14-18 March 2011	7:00 a.m. - 4:00 p.m.
Week 3- Leading For Results	18-22 July 2011	7:00 a.m. - 4:00 p.m.

EMERGING LEADERS PROGRAM

Week 1 - Personal Leadership	18-22 October 2010	7:00 a.m. - 4:00 p.m.
Week 2 - Leading Through Others	7-11 March 2011	7:00 a.m. - 4:00 p.m.

Academy Fellows will have the opportunity to study with a cross-functional team from a world-class teaching faculty in leadership development. Fellows will receive intensive and practical guidance on the knowledge and skills needed to be an effective leader and management team member. In addition, they will network with senior level private and government executives from a diverse set of organizations.

In addition to the seminars, the Academy Fellows will have the opportunity to take personal assessments, create Individual Action Plans that will tie the theory from the seminars to current leadership initiatives; research leadership concepts; and read current leadership literature.



PLA LEADERSHIP LEARNING ASSIGNMENTS AND REQUIREMENTS:

1. Attendance at all seminars
2. Completed Individual Action Plans - IAPs (2)
3. Research Paper (1)
 - * Emerging Leaders - 6-8 page report
 - * Senior Leaders - 8-10 page subchapter on Leadership to be included in a book, "Leadership Lessons From the Pacific Leadership Academy Fellows"
4. Book Report (1) (for Emerging Leaders only)

Examples of all leadership learning activities, i.e., IAPs, Research Papers, Book Reports, are in Appendix A, B, and C.

The Individual Action Plan (IAP): In the intervening weeks between the seminars, the Fellows are given the opportunity to implement the leadership competencies that have been presented. The IAPs create an opportunity to examine and implement their current work projects into a product where they can demonstrate their leadership accomplishments. The Fellows choose a work-related project that they can accomplish in 4-6 weeks. These projects require buy-in from their supervisors and must show the challenge, actions to be taken, measurable results, leadership accomplishments and learnings from the implementation efforts. The IAPs are submitted to the Fellow's consultant as well as reviewed by their peers. The IAPs are learning tools that will assist the Fellows when moving into more senior-level positions.

The Research Paper:

For the Emerging Leaders: At the conclusion of the entire program, the Fellows write a research paper outlining the personal benefits of the entire learning experience, i.e., the lessons learned from the seminars, the book report, and the IAPs. This 6-8 pages report, is a review of the impact of the entire program. The report will be submitted to the Fellow's consultant.

For the Senior Leaders: Each Fellow will be given the opportunity to research and produce an 8-10 page subchapter on a leadership topic. The subchapters will be inserted into a book entitled: Leadership Lessons from the Pacific Leadership Academy Fellows, 2nd Edition. During the first week of the seminar,

the Fellows will choose a topic. Between the first and second seminar, the Fellows conduct their research and build a completed draft of their findings. During the second seminar, the chapter team groups will review the drafts and make suggestions. Approximately seven weeks after the second seminar the Fellows will submit their final research subchapter. Individual photos will accompany the subchapter and the book will be printed and distributed at the graduation ceremony on the final day of the third seminar. The product will be submitted to the Visiting Program Manager.

The Book Report: (For Emerging Leaders ONLY)

During the first week of the seminar, Fellows will select a current leadership book, review it, and present a short report. The report will be submitted to the Fellow's consultant.

Assignment Due Dates:

Due dates for each assignment will be provided during each seminar. While each Fellow will have a consultant that will be available to answer questions, it is the responsibility of the Fellow to demonstrate his/her accountability in completing these activities on a timely basis. All tasks must be completed by the final due date in order to receive a Certificate of Completion for the Pacific Leadership Program.

Pre-Course Assignment

Please be thinking about your first Individual Action Plan project. Remember the extent of the project is 4-6 weeks in length. So, think about a work project that you are currently engaged in or a project that you would like to work on. It could be getting ready for a procurement initiative, establishing a document retrieval system, instituting a Telework demonstration project, preparing for the FY2012 budget submission, or any other assignment that you have been given. Note: If the project is a big undertaking, just choose a small segment of the project for you to focus on for this assignment.

Think about the project title, what problem(s)/challenges you are faced with to accomplish this project, what actions you will need to take, and what results you hope to gain.

Bring these notes to the first seminar in October.

OPM LEADERSHIP COMPETENCIES

Emerging Leaders Competencies:

Interpersonal Skills - Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations.

Team Building - Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.

Oral Communication - Makes clear and convincing oral presentations. Listens effectively; clarifies information as needed.

Integrity/Honesty - Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Models high standards of ethics.

Resilience - Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks.

Leveraging Diversity - Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.

Creativity and Innovation - Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes.

Flexibility - Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.

Continual Learning - Assesses and recognizes own strengths and weaknesses; pursues self-development.

External Awareness - Understands and keeps up-to-date on local, national, and international policies and trends that affect the organization and shape stakeholders' views; is aware of the organization's impact on the external environment.

Problem Solving - Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.

Influencing/Negotiating - Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals.

Senior Leaders Competencies:

Interpersonal Skills - Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations.

Team Building - Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.

Integrity/Honesty - Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Models high standards of ethics.

Leveraging Diversity - Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.

Conflict Management - Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.

Customer Service - Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services; is committed to continuous improvement.

Creativity and Innovation - Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes.

Flexibility - Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.

Resilience - Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks.

Problem Solving - Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.

Influencing/Negotiating - Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals.

Human Capital Management - Builds and manages the workforce based on organizational goals, budget considerations, and staffing needs. Ensures that employees are appropriately recruited,

Vision - Takes a long-term view and builds a shared vision with others; acts as a catalyst for organizational change. Influences others to translate vision into action.

Strategic Thinking - Formulates objectives and priorities, and implements plans consistent with long-term interests of the organization in a global environment. Capitalizes on opportunities and manages risks.

External Awareness - Understands and keeps up-to-date on local, national, and international policies and trends that affect the organization and shape stakeholders' views; is aware of the organization's impact on the external environment.

Accountability - Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.

Entrepreneurship - Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services. Takes calculated risks to accomplish organizational objectives.

Partnering - Develops networks and builds alliances, collaborates across boundaries to build strategic relationships and achieve common goals.

BRIEF SUGGESTED READING LIST

9 Natural Laws of Leadership, Warren Blank, Amacom, NY, 1995.

108 Skills of Natural Born Leaders, Warren Blank, Amacom, NY, 2001.

A Sense of Urgency, John P. Kotter, Harvard Business School Press, Boston, 2008.

Good To Great, Jim Collins, HarperCollins Publishers, Inc., NY, 2001.

How to Talk so People Listen: Connecting in Today's Workplace, Sonya Hamlin, HarperCollins Publishers, NY, 2006.

Leadership: Enhancing the Lessons of Experience by Richard L. Hughes, Robert Ginnett, and Gordon Curphy (Hardcover - Jan 4, 2008)

Leadership Lessons of the White House Fellows, Charles P. Garcia, McGraw Hill, NY, 2009.

Leadership and Self-Deception: Getting out of the Box, The Arbinger Institute, Berrett-Koehler Publishers, Inc., San Francisco, 2002.

Leading with Values, Edward D. Hess and Kim S. Cameron, Cambridge University Press, NY, 2006

Primal Leadership: Realizing the Power of Emotional Intelligence, Daniel Goleman, Richard Boyatzis, Annie McKee, Harvard Business School Press, Boston, 2002.

The Age Curve: How to Profit from the Coming Demographic Storm, Kenneth W. Gronbach, AMACOM, NY, 2008.

The First 90 Days: Critical Success Strategies for New Leaders at All Levels, Michael Watkins, Harvard School Business School Press, Massachusetts, 2003.

The Inspiring Leader: Unlocking the Secrets of How Extraordinary Leaders Motivate, John H. Zenger, Joseph R. Folkman, and Scott K. Edinger, McGraw-Hill, New York, 2009.

The Leader Who Had No Title, Robin Sharma, Free Press, New York, 2010.

The Tipping Point—How Little Things Can Make A Big Difference, Malcolm, Little Brown and Company, NY/Boston, 2002.

What Got You Here Won't Get You There, Marshall Goldsmith and Mark Reiter, Hyperion, NY, 2007.

Workforce Crisis, Ken Dychtwald, Tamara J. Erickson, Robert Morison, Harvard Business School Press, Boston, 2006.

APPENDIX A-1 (a) Emerging Leaders IAP Blank Form

Individual Action Plan (IAP)
Senior and Emerging Leaders Program

(SL) (EL) IAP #
Senior Leader Emerging Leader Draft ☐ Final ☐
☐ ☐

Name			
Agency			
Class Session – Indicate name of session	Session 1	Session 2	Session 3
Supervisor	Name:		Telephone #:
Consultant	Name:		
Part 1 - PLANNING PHASE			

- a) Project Title:
- b) Describe the background and current issues relevant to the project. (What is the challenge or goal? What is the context of the issue—is there a time crunch, a budget problem, a poor system design, people concerns, etc.)
- c) What are your objectives? What are the results you are trying to achieve? (Specific, Measurable, Accountable, Realistic, Timely) What impact can your leadership bring to solving all or part of the above problem?

- d) Develop an action plan (what, with whom, when, where, how) for approximately 4-6 week period and describe how these actions would demonstrate at least two (2) of the competencies listed above.

Part 2 - IMPLEMENTATION & RESULTS PHASE

- a) What happened when you implemented your action plan? What were the results? Do your results tie back to the issues you faced at the beginning of the IAP project? Give specific examples of the results of your actions. These accomplishments will demonstrate your leadership skills.

Part 3 - ASSESSMENT PHASE

- a) What went well? (Impact on Organization)
- b) In retrospect, would you have done anything differently?

Part 4 - REFLECTION PHASE

Use the following questions to help guide your reflection of the situation/project:

- a) What concepts, principles and/or approaches have you learned from this project?
- b) What action did you take that addressed your original challenge?

c) What new information did you acquire that changed your knowledge and understanding of the project/situation?

d) What have you learned about yourself in terms of leadership that might be useful to you in the future?

e) What accomplishments/ results can you show or discuss with others? Alternatively, put in a resume?

Looking back over your IAP, what competencies can you identify with your project and why?

COMPETENCIES (check those relevant to this class/IAP)					
	SL	EL		SL	EL
Interpersonal Skills			Problem Solving		
Team Building			Leveraging Diversity		
Customer Service			Human Resources Management		
Integrity/Honesty			Vision		
Conflict Management			Strategic Thinking		
Influencing/Negotiating			External Awareness		
Creativity and Innovation			Accountability		
Flexibility			Entrepreneurship		
Resilience			Partnering		
Continual Learning			Oral Communication		

Comments:

SUPERVISOR'S COMMENTS

IAP CONSULTANT'S COMMENTS

Consultant will not provide comments until Supervisor comments have been included

IAP REVIEWED AND DISCUSSED:

Supervisor Review: ☐ Yes ☐ No Date:

IAP Consultant Review: ☐ Yes ☐ No Date:

(Note: Your final paper will be forwarded to the Lead Consultant. This paper is part of the requirement for graduation.)

APPENDIX A-1 (b) IAP Emerging Leader Example

Individual Action Plan (IAP)
Senior and Emerging Leaders Program

(SL)
Senior Leader
☐

(EL)
Emerging Leader
☒

IAP # 2

Draft ☐ **Final** ☒

Name James E. Brown pyramid			
Agency USAG, Oahu (IMCOM-Pacific)			
Class Session - Indicate name of session	Session 1	Session 2	Session 3
		X	
Supervisor	Name: Linda Keller		Telephone #: 808-438-2408
Consultant	Name: Gregg Moriguchi		

COMPETENCIES (check those relevant to this class/IAP)					
	SL	EL		SL	EL
Interpersonal Skills		X	Problem Solving		X
Team Building			Leveraging Diversity		
Customer Service		X	Human Resources Management		
Integrity/Honesty			Vision		
Conflict Management			Strategic Thinking		
Influencing/Negotiating		X	External Awareness		
Creativity and Innovation		X	Accountability		
Flexibility			Entrepreneurship		
Resilience			Partnering		X
Continual Learning			Oral Communication		X

Resilience					
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Part 1 - PLANNING PHASE

- e) Project Title: Installation Privilege Reinstatement Process
- f) Describe the background and current issues relevant to the project (the what and the why): Customers that have violated installation driving or good order and discipline policies may have their on-post privileges partially or completely revoked for varying ranges of time depending on the severity or quantity of the infraction(s). Although provided reinstatement process information in their original suspension/revocation letter, most customers go to the Community Director's Office seeking assistance and information about the process. This generally equates to 10 - 20 minutes of discovery learning for the staff member assisting the customer. Issues: slows office production, slow customer service assistance. Housing issues elevated to the Garrison are received, reviewed, and resolved by the Community Director's Office. This is a new area of responsibility and requires establishment of procedures internal and external to the Garrison.
- g) What are your objectives? (Specific, Measurable, Accountable, Realistic, Timely)
1. Reduce customer service time to 3 minutes for information seekers.
 2. Develop a tri-fold to handout to customers in 2 weeks.
 3. Educate staff on process.
 4. Provide the tri-fold to 100 percent of customers seeking information for reinstatement.
- h) Develop an action plan (what, with whom, when, where, how) for approximately 4-6 week period and describe how these actions would demonstrate at least two (2) of the competencies listed above.
- Review current process and procedures
 - Conduct a meeting with appropriate agencies to discuss and develop the action plan (Community Compliance Section, Vehicle Registration Office, Oahu North Community Director's Office and Oahu Garrison Commander).
 - Establish meeting schedules/In Progress Reviews (IPRs), goals and milestones
 - Develop training plan for all ONCB staff

Part 2 - IMPLEMENTATION & RESULTS PHASE

a) What happened when you implemented your action plan? What were the results?

The experience from my first IAP helped me to frame and implement the second IAP more efficiently and effectively. I met with the supervisor of Community Compliance whose team processes all installation suspensions and letters of warning. I identified what I perceived as the issue then asked for feedback from her perspective. This was very effective and Mrs. Robinson provided a wealth of information regarding the various idiosyncrasies of the process to include pertinent historical data. We conducted a few in progress reviews and teleconferences to ensure the progress of the task was on course as well as clarify any concerns. The coordinating effort was minimal and easy as we already have an excellent working relationship and have collaborated on other process improvements in the past. Once the tri-fold was developed I had to determine the production and resupply plan and due to a heightened awareness of our cost culture environment, I decided to go with Black and White, two-sided tri-fold format which we could reproduce locally. After the development and production phase, the training and implementation phases were well received by the employees and the customers. So far the service to customers has improved in the form of less waiting time and an increase in productivity from employees due to less frustration and an easy to use document. The results have been very successful meeting the intended goal.

Part 3 - ASSESSMENT PHASE

c) What went well? (Impact on Organization)

The team work and interagency collaboration which strengthened the bond between employees and supervisors from different divisions within the organization but have overlapping objectives. The confidence and latitude given by the leadership to present and implement the plan. The IAP coincided with the recent focus on providing outstanding customer service while working within restrictive budgetary constraints.

d) In retrospect, would you have done anything differently?

For this particular plan and based on the results, I would not do anything differently. The process led to achieving the intended goal and the partnering with co-workers and staff members only enhanced the process and the service provided to our customers; a second order effect is we met our organizational goals in the process.

Part 4 - REFLECTION PHASE

Use the following questions to help guide your reflection of the situation/project:

f) What concepts, principles and/or approaches have you learned from this project?

Problem Solving - Often I have listened to co-workers, peers, or supervisors (myself included) question processes or complain about procedures only to leave the issue unresolved. Tossing out a good idea is only the tip of the spear in solving problems, taking the problem and analyzing it three dimensionally as well as holistically and microscopically allowed me to generate a variety of alternative solutions and through the accurate assessment of the process make an appropriate and functional recommendation.

Creativity and Innovation - After evaluating the process and determining a possible solution gave me the opportunity to think outside the proverbial box; creativity is not one of my strengths however, organizing and analyzing are. This action plan allowed me to tap into my creativity while using my strengths; it made the project fun and I felt proud of the final product I created.

- g) What new information did you acquire that changed your knowledge and understanding of the project/situation?

I learned that the policy governing reinstatement of on-post driving privileges had multiple layers and requirements depending on the type of violation. From required documentation to approval authorities and length of suspensions, the variables set conditions for a number of different routing requirements. Only someone familiar with the day-to-day operation of these requirements would be able to navigate through the maze without assistance. Developing a tri-fold for customers was a simple task but it will be a very useful source of information to those who find themselves trying to regain their on-post driving privileges. Through my information gathering I also found out that the policy listed on the Garrison website was outdated.

- h) What have you learned about yourself in terms of leadership that might be useful to you in the future?

I learned that experience, knowledge, and education can be intimidating to others and stymie participation and growth. A well informed leader will be cognizant of his or her strengths and weakness as well as other's perceptions and maintain the presence of mind to be inclusive and insistent when soliciting feedback and or input from others.

MENTOR'S COMMENTS (OPTIONAL)

SUPERVISOR'S COMMENTS

Using his excellent problem solving skills, James Brown determined a more efficient and effective system was needed to communicate driving privilege reinstatement procedures to our customers. As a result, he created an outstanding tri fold where all the information is clearly and concisely outlined. Since he was not the expert on the process, he had to use his interpersonal and partnering skills to gather the required information resulting in new appreciation for the work and complexity of the interagency partners. He was very successful in educating our work force as well as the customers. As a result, customer service has improved and James Brown has new appreciation and confidence for his creative talents.

Linda Keller, supervisor

IAP CONSULTANT'S COMMENTS

Hi Jay,

This is a very good IAP. As you stated under "Implementation & Results", you learned from the first IAP. Your objectives are more SMART this time around and you kept everything manageable for the time frame you were given. As a bit of advice, I learned from my experiences that it is a good practice to anticipate any conceivable obstacle to your goal and have a contingency plan in plan. It may take a bit more time during the planning phase, but it may save you a load of frustration. Good job and I hope you enjoyed your experience in the ELP. Remember, it doesn't end here...keep it going and pay it forward.

Gregg Moriguchi

IAP REVIEWED AND DISCUSSED:

Supervisor's Review:

☒ Yes

☐ No

Date:

Mentor's Review: (optional)

☐ Yes

☐ No

Date: 26 May 2010

IAP Consultant's Review:

☒ Yes

☐ No

Date: 28 May 2010

APPENDIX A-2 (a)IAP Blank Form

Individual Action Plan (IAP)
Senior and Emerging Leaders Program

(SL) (EL) IAP #
Senior Leader Emerging Leader Draft ☐ Final ☐
☐ ☐

Name			
Agency			
Class Session – Indicate name of session	Session 1	Session 2	Session 3
Supervisor	Name:		Telephone #:
Consultant	Name:		
Part 1 - PLANNING PHASE			

- i) Project Title:
- j) Describe the background and current issues relevant to the project. (What is the challenge or goal? What is the context of the issue—is there a time crunch, a budget problem, a poor system design, people concerns, etc.)
- k) What are your objectives? What are the results you are trying to achieve? (Specific, Measurable, Accountable, Realistic, Timely) What impact can your leadership bring to solving all or part of the above problem?

- l) Develop an action plan (what, with whom, when, where, how) for approximately 4-6 week period and describe how these actions would demonstrate at least two (2) of the competencies listed above.

Part 2 - IMPLEMENTATION & RESULTS PHASE

- b) What happened when you implemented your action plan? What were the results? Do your results tie back to the issues you faced at the beginning of the IAP project? Give specific examples of the results of your actions. These accomplishments will demonstrate your leadership skills.

Part 3 - ASSESSMENT PHASE

- e) What went well? (Impact on Organization)

- f) In retrospect, would you have done anything differently?

Part 4 - REFLECTION PHASE

Use the following questions to help guide your reflection of the situation/project:

- i) What concepts, principles and/or approaches have you learned from this project?

- j) What action did you take that addressed your original challenge?

k) What new information did you acquire that changed your knowledge and understanding of the project/situation?

l) What have you learned about yourself in terms of leadership that might be useful to you in the future?

m) What accomplishments/ results can you show or discuss with others? Alternatively, put in a resume?

Looking back over your IAP, what competencies can you identify with your project and why?

COMPETENCIES (check those relevant to this class/IAP)					
	SL	EL		SL	EL
Interpersonal Skills			Problem Solving		
Team Building			Leveraging Diversity		
Customer Service			Human Resources Management		
Integrity/Honesty			Vision		
Conflict Management			Strategic Thinking		
Influencing/Negotiating			External Awareness		
Creativity and Innovation			Accountability		
Flexibility			Entrepreneurship		
Resilience			Partnering		
Continual Learning			Oral Communication		

Comments:

SUPERVISOR'S COMMENTS

IAP CONSULTANT'S COMMENTS

Consultant will not provide comments until Supervisor comments have been included

IAP REVIEWED AND DISCUSSED:

Supervisor Review: ☐ Yes ☐ No Date:

IAP Consultant Review: ☐ Yes ☐ No Date:

(Note: Your final paper will be forwarded to the Lead Consultant. This paper is part of the requirement for graduation.)

APPENDIX A-2 (b) IAP Senior Leader Example

Individual Action Plan (IAP)
Senior and Emerging Leaders Program

(SL)

(EL)

IAP # 1

Senior Leader

Emerging Leader

Draft ☐ **Final** ☒



Name: Christian J. Egan			
Agency: U.S. Pacific Command, Camp Smith HI			
Class Session - Indicate name of session	Session 1	Session 2	Session 3
	Leading People		
Supervisor	Name: Benjamin Pulsifer		Telephone#: 808-477-9313
Consultant	Name: Kelli Nakamura		

COMPETENCIES (check those relevant to this class/IAP)					
	SL	EL		SL	EL
Interpersonal Skills	<input checked="" type="checkbox"/>		Problem Solving	<input checked="" type="checkbox"/>	
Team Building	<input checked="" type="checkbox"/>		Leveraging Diversity	<input checked="" type="checkbox"/>	
Customer Service			Human Resources Management		
Integrity/Honesty	<input checked="" type="checkbox"/>		Vision		
Conflict Management	<input checked="" type="checkbox"/>		Strategic Thinking	<input checked="" type="checkbox"/>	
Influencing/Negotiating	<input checked="" type="checkbox"/>		External Awareness	<input checked="" type="checkbox"/>	
Creativity and Innovation			Accountability	<input checked="" type="checkbox"/>	
Flexibility	<input checked="" type="checkbox"/>		Entrepreneurship		
Resilience			Partnering	<input checked="" type="checkbox"/>	
Continual Learning			Oral Communication	<input checked="" type="checkbox"/>	

Part 1 - PLANNING PHASE

- m) Project Title: U.S. Pacific Command FY 2012-2017 Integrated Priority List (IPL) Development
- n) Describe the background and current issues relevant to the project (the what and the why): The IPL is the Combatant Commander's list of top ten capability gaps within the command. The Chairman of the Joint Chiefs of Staff (CJCS) requires each combatant commander to submit this prioritized list each year as part of the Chairman's Comprehensive Joint Assessment. The U.S. Pacific Command's IPL becomes the voice of the combatant commander to provide the framework and foundation for the Services and Agencies as they develop their Program Objective Memoranda (POM), also known as their budget submission for the Future Year Defense Planning (FYDP) period.
- o) What are your objectives? (Specific, Measurable, Accountable, Realistic, Timely)
- Obj #1: CDRUSPACOM approval and submission NLT 15 January 2010.
- Obj #2: Extend outreach to all staff directorates, Service Components, and Sub-Unified Commands
- Obj #3: Minimize duplication of effort through Subject Matter Expert directed working groups prior to all major coordination milestones/due dates.
- Obj #4: Meet all internal suspenses/milestones throughout the process
- p) Develop an action plan (what, with whom, when, where, how) for approximately 4-6 week period and describe how these actions would demonstrate at least two (2) of the competencies listed above.

WHAT	w/WHOM	WHEN	WHERE	HOW
SME Meeting	Staff/Svcs/Sub-Unified	15 Oct	PACOM HQ	In-person/VTC
JCS Coord	Staff/Svcs/Sub-Unified	21 Oct	PACOM HQ	VTC
AO/SME IPR	Staff SME's	30 Oct	PACOM HQ	In-person
O-6 Chop Rev	Staff SME's	6 Nov	PACOM HQ	In-person
O-6 TMS Due	Staff/Svcs/Sub-Unified	13 Nov	PACOM HQ	Email/TMS
TMS IPR	J8, J82	19 Nov	PACOM HQ	In-person
FO/GO TMS	Staff/Svcs/Sub-Unified	4 Dec	PACOM HQ	Email/TMS
TMS IPR	J8, J82	8 Dec	PACOM HQ	In-person
Component VTC	J01, Dep CC's, SME's	10 Dec	PACOM HQ	In-person/VTC
J00 IPL Review	J00, J01, J8	8 Jan	PACOM HQ	In-person/Email
Submit to CJCS	J00, J8	15 Jan	PACOM HQ	Email/Webpage

The action plan table will serve as the Plan of Action and Milestones (POA&M) for the IPL development. Two key competencies I am seeking to address are "Teambuilding" and "Accountability". Obviously this work will not be conducted in a vacuum, but with the assistance of the Service Components and the Sub-Unified Commands within the

Pacific. Each will have their own priorities and interests. It will be my responsibility to ensure the interests are aligned to maximize "Joint" capabilities while also providing a venue to advocate for appropriate Service issues. This will all need to be accomplished within a specified time frame, ultimately being approved at the highest level within the Pacific Command and submitted on time to the Joint Staff.

Part 2 - IMPLEMENTATION & RESULTS PHASE

c) What happened when you implemented your action plan? What were the results?

Planned vs. Actual

Legend: **As Planned** **Cancelled** **Added** **Earlier than Planned**

WHAT	w/WHOM	PLAN	ACTUAL	WHERE	HOW
SME Meeting	Staff/Svcs/Sub-Unified	15 Oct	15 Oct	PACOM HQ	In-person/VTC
JCS Coord	Staff/Svcs/Sub-Unified	21 Oct	21 Oct	PACOM HQ	VTC
AO/SME IPR	Staff SME's	30 Oct	30 Oct	PACOM HQ	In-person
O-6 Chop Rev	Staff SME's	6 Nov	6 Nov	PACOM HQ	In-person
O-6 TMS Due	Staff/Svcs/Sub-Unified	13 Nov	13 Nov	PACOM HQ	Email/TMS
TMS IPR	J8, J82	19 Nov	19 Nov	PACOM HQ	In-person
FO/GO TMS	Staff/Svcs/Sub-Unified	4 Dec	4 Dec	PACOM HQ	Email/TMS
TMS IPR	J8, J82	8 Dec	8 Dec	PACOM HQ	In-person
Component VTC	J01, Dep CC's, SME's	17 Dec	Canx	PACOM HQ	In-person/VTC
AO/O-6 Mtg	Component / Staff AOs		17 Dec	PACOM HQ	In-person
AO/O-6 WG	Component / Staff AOs		29 Dec	PACOM HQ	In-person
J8 IPR	J8, J80, J82		30 Dec	PACOM HQ	In-person
J00 IPL Review	J00, J01, J02	8 Jan	4 Jan	PACOM HQ	TMS/Email
Submit to CJCS	J00, J8	15 Jan	12 Jan	PACOM HQ	Email/Webpage

The early execution of the action plan was successful through the FO/GO TMS task. The staff SME's and experts throughout the Pacific contributed to the development of the IPL and all understood the planned milestones and required actions. The U.S. Pacific Command Change of Command ceremony took place on 19 October and was cause for some concern. Specifically, there was an uneasy feeling that the new commander may introduce new concerns or have a different perspective on priorities. Our office made conscious efforts to obtain the best possible understanding of the new commander's intentions as we continued to march towards our suspense. As many had suspected, on 14 December, the commander provided guidance to realign the priorities with his new strategic focus. In doing so, the final stages of coordination were disrupted and the "home stretch" would be a compressed coordination effort. I decided to cancel the 17 Dec VTC with the Deputy Commanders and instead conduct an AO/O-6 level meeting to explain the changes and the road ahead. We needed to create from scratch what some had been working on for months. Without months to staff and

develop the new product, we gave the team 10 days to work on the task and I reconvened the team for a one day AO/O-6 level working group on 29 December in an attempt to arrive at a FO/GO solution. In light of the commander's travel calendar, the J8 director opted to forgo additional staff coordination and forward the IPL to the bridge on 4 January. The JOO approved the IPL on 11 January and we were the first combatant command to officially submit its FY12-17 IPL on 12 January 2010.

Part 3 - ASSESSMENT PHASE

g) What went well? (Impact on Organization)

Overall, the process launched with a solid start and maintained healthy momentum through the FO/GO review. The initial vision to have SMEs retain ownership of the subject matter during development actually led to better coordination than the previous year. Rather than serving as the middle man for all information flow, I was able to engage with individual SME development sessions and guide the process rather than have to filter and choose subject matter. The SME-led effort also provided an opportunity to bring together the various service experts to discuss "Joint" solutions versus submitting a series of service specific and/or conflicting issues. The SMEs retained control of the subject matter until final FO/GO coordination, at which time my team assumed control of the material to present it to the bridge. My #2 and #3 objectives were to extend outreach and minimize duplication. I am confident I successfully achieved both of those objectives as well as meeting my #1 objective; an on-time submission. While I failed to meet my #4 objective, the milestones we missed were either anticipated or impacted by outside influences.

h) In retrospect, would you have done anything differently?

The transition from O-6 level coordination to FO/GO coordination yielded a substantial number of comments and suggestions for incorporation. What should have been presented earlier in the process was instead provided in the final moments of coordination, with minimal time to provide sufficient staffing/coordination. My recommendation for the next cycle is to conduct early command-wide training. This training should explain the entire process, notional timeline of events, and expectations/action at each milestone. Additionally, it is very important for subject matter experts at the service component level to engage in the staffing and coordination opportunities earlier rather than later.

Part 4 - REFLECTION PHASE

Use the following questions to help guide your reflection of the situation/project:

- n) What concepts, principles and/or approaches have you learned from this project?

While we made efforts to better understand the commander's intentions, it is so important to pulse the commander for a vector (*guidance and intent*) early and often (if needed) to prevent a rushed and perhaps clumsy effort closer to the finish. It is important to be *trusted and to extend trust*. My supervisor *trusted me* to execute my plan and left me every assurance that he was available if I needed assistance. He provided counsel when I asked, and he gave me maneuvering room to experience and make mistakes. Additionally, *I extended trust* to the SMEs as we developed the IPL. I was the one facing the deadline and I was the one accountable for the submission, but I could never develop the IPL on my own. By extending trust to the team, the effort was not only divided, but also conquered through "Joint" collaboration. Everyone was able to appreciate the trade space versus the appearance of a lone staff officer drawing the cut line on "good ideas". It is important to *have contingency plans*. Inevitably, things will not go as planned. It is important to look ahead and anticipate holidays, travel schedules and other requisite milestones that could be an obstruction or obstacle to the project's critical path.

- o) What new information did you acquire that changed your knowledge and understanding of the project/situation?

I worked this process last year as an understudy. I made a few assumptions going into this year's effort. Luckily they were not costly assumptions. I learned that very few people understand the IPL process and the notion of capabilities based planning and programming. I did not prepare the staff SMEs well enough initially to expect them to own the early development stage. Additionally, when the Joint Staff changed the rule set for this year's submission, we were forced to change our thinking and seek alternative means to maximize (better sell) our most critical gaps.

- p) What have you learned about yourself in terms of leadership that might be useful to you in the future?

I learned that I can assemble a team and pursue an objective. I can communicate the ground rules and provide examples to persuade and influence a discussion. I thrive in high-trust environments and I prefer to work in organizations/settings that are

transparent and flat. Like a band leader, I find greater reward in "leading a team" to a wonderful performance than I do in "performing the lead" in a wonderful performance.

MENTOR'S COMMENTS (OPTIONAL)

SUPERVISOR'S COMMENTS

Outstanding effort by Chris to complete a dynamic tasking that required vast coordination across several staffs at the three and four star level. Just to test Chris' leadership/management skills we underwent a change of command and received the new commander's guidance just as he entered the final phase of development, and of course the new commander had some different views. Chris did an exceptional job of adjusting to this new dynamic and came up with a game plan that kept the troops from deserting and resulted in the early submission of a well thought out and coordinated product. Chris continues to display exceptional leadership, management, and team building skills.

IAP CONSULTANT'S COMMENTS

Great thought out plan and well defined objectives/action plan. Well-written background that made it simple to understand an IPL development/process. Any action work related to the Combatant Commander can be very challenging and of high priority thus I commend you, Chris, for being that person. I look forward to your implementation and results. Good Luck with your plan!

Chris, Congratulations! What an excellent job on your implementation and results! PACOM being the first combatant command to officially submit its IPL earlier than expected shows the hard work and great leadership you've presented. Having the SMEs engaged and retain ownership of the subject matter was a great plan and I'm glad that turned out successful. Even during the "home stretch" coordination and disruptions encountered, you've done a great job in keeping the focus on-track and trusting your SMEs/team in this collaborative effort. Thanks for a clear and understandable write-up - GREAT WORK!!

IAP REVIEWED AND DISCUSSED:

Supervisor's Review:

☒ Yes

☐ No

Date: 2/11/10

Mentor's Review: (optional)

☐ Yes

☐ No

Date:

IAP Consultant's Review:

☒ Yes

☐ No

Date: 11/18/09;
2/10/10

EXAMPLE

FLEXIBLE LEADERSHIP

Elaine Carmody

Junior Emerging Leaders Program – Pacific Leadership Academy
FY 2010

EXAMPLE

Executive Summary

The FY 2010 Junior Emerging Leader course included two weeklong sessions, two Individual Action Plans, a book report as well as a research paper. The presentations by the speakers, with the projects and in class activities have allowed me to learn that to be a successful leader it is a continuous journey. To enhance my journey I must demonstrate experience, performance, competencies as well as the positive perception of the work force. This research paper provides an overview of the experiences of the ELP program, which has enhanced my growth through personal leadership and how I must learn to lead through others. The ELP was effectively structured with the idea that the first half of the program was designed to focus on the individual while the second week conveyed how we as current and future leaders fit into the overall group. My IAPs reflect a more solitary project, while the second IAP was more interactive and involved team building. Through all of these experiences, the idea of flexible leadership and adapting to unexpected obstacles precipitated many of my take away moments. Finally, the key concepts and events, which have provided me with, enhanced leadership knowledge and skills are described in the following pages.

The Pacific Leadership Academy Junior Emerging Leader Program of FY 2010 was a course that was challenging and inspiring. Challenging in that in many instances I had to take a risks and step forward as a leader of our group, and inspiring in that I was being provided the tools and support to achieve my goals. As I reflect back on this class, and the people I met, I am assured that the road map provided showed where I am and where I am planning to go as a leader. It was during the first session that I understood personal leadership and my role in this evolving journey.

Week one was personal leadership and mapping out the leadership journey. I understood that as leaders we are sometimes in teams and sometimes alone. Along the way our leadership competencies will show through personal leadership as well as leading through others. Through a leadership journal we were encouraged write down our “a-ha” moments from class presentations, and seminar experiences. At that time I was an acting supervisor with a potential promotion on the horizon. My first “a-ha” moment was leadership is not necessarily about position power, but rather about influencing people. I began understanding that leadership is an influence process. As the seminar began, and I absorbed the information, I made a conscious decision to be present in the moment and not focus on my team at work. This was a unique opportunity to learn the traits that make up a good leader, which would help me, do my job better. Ms. Senecal took us through an activity entitled ‘Best Boss/Worst Boss’ and the behaviors, characteristics, and traits of good leaders/managers. This session taught me to build trust and community in the workplace to gain willing followers. As I focused on a leader has followers and a manager has subordinates, I was ready to enjoy the journey, move beyond my comfort zone, and bring myself to the group to take away something significant from the program.

As we began examining our behavior today to increase our opportunity for tomorrow, Dr. Tom Hill introduced the Myers-Briggs Type (MBTI) indicator. This assessment examined personal preferences in four key component areas: extroversion/introversion, sensing/intuition, thinking/feeling, and judging/perceiving. It was interesting to learn that the personality that best describes my preferred style is ISFJ. The nickname for this type is “Protector” and is shared by approximately 6% of the population. Understanding that 94% of those I lead perceive the work around them differently from the way I do caused concern. As my self-select type and temperament was only slightly different then how I scored, I knew understanding personality type was important so I could understand others better to lead as a manager more cohesively. However, I also understood that work environment could dictate behavior. Understanding and valuing individual differences would be the first step in building my team environment to increase and maintain high performance.

Dr. Hill introduced the leadership bridge by introducing the Myers-Briggs Type Indicator in which we looked at temperament categories that drive behavior. The MBTI provided four personality attributes; Dr. Hill reduced the output to two main personality attributes. This allowed for distinct personalities such as Maverick, Preserver, Strategist, and Energizer. I could now remember I was a Preserver rather than an ISFJ which would be helpful as discussion could occur easier in the future with other who have taken the test. As I reviewed the potential strengths of the Preserver as well as the potential blind spots I knew I did not wholly fall into that category. Understanding myself better, and aligning my internal perception to the external perception of others would make me a stronger leader in the future as well as compensating for potential blind spots or weaknesses. I clearly understood my type may not change, but my behavior might. Additionally, Dr. Hill discussed mastering Situational Leadership II (SLII), created by Ken Blanchard. Essentially one should modify

the way that you provide direction and support based on the temperament of the followers. This is illustrated as a four-phase model and is simplistic and can be used in the work environment to give more clear directions to co-workers and subordinates.

As I found the results of the Myers-Briggs to be only one aspect of my personality, the FIRO-B was spot on in my understanding of my behavior and my interpersonal needs. It was stressed that this instrument was not a comprehensive personality test, but how one is oriented to interpersonal relations. The results were not a judgment about whether any behavior or any person is good or bad. As I try hard to achieve a specific behavior at most times, during times of stress, others perhaps perceive me differently in my work environment. However, as the test suggests I try to keep my social behaviors in balance as I appreciate consistent behaviors in my leaders as well. Being flexible across different types of social situations has aided me in my customer relations and communication at work.

My self-awareness has increased by viewing the results of both tests as I have moved forward in my career progression and have frequently reviewed the results again to gain insight into my decision-making. They have aided in my measure of my abilities and have been useful in leadership development. As I have accepted the role of leader and manager I am daily defining who I need to follow my lead, and how I gain commitment. Additionally, learning how to tailor my leadership style and defining it into directing, coaching, supporting or delegating will increase my effectiveness in reaching others' preferences and needs. The discussion of these tests has resulted in several take-away suggestions as I now have an expanded awareness at work where I seek a common ground on a daily basis in background, interests and goals with coworkers and team members. Also, two to three minute harbor huddles to clarify expectations have also been a part of our morning team routine.

After these initial days of training and team exercises I felt I understood myself better and had a definition of my leadership style, but was not comfortable working with the team dynamics of our small group in the first week. Present were personality types I had just learned about, and I felt shy assuming a leadership role in the team. Dr. Hill and Ms. Senecal's modules helped immensely in creating a comfortable atmosphere in my small team as well as the class at large. The airplane challenge presented by Ms. Senecal demonstrated most effectively how our team had bonded and grown. The goal was as simple as designing a paper airplane and launching it across the classroom with the winner meeting the designated target. I assumed more of a leadership role in this fun and easygoing challenge than I had previously all week. We all made airplanes in the preparation phase, and a winner was chosen to enter the contest. I applied what I had learned previously about personality types and ensured everyone felt involved. I had realized earlier in class that as a new supervisor I needed the team support that I felt at work and had missed in our class dynamics. I understood the overall goal of meeting the designated target and winning the challenge, but it was most important that the team bonded and followed through with support and encouragement, which they did successfully. Taking a leadership risk to ensure my team members were actively engaged was a rewarding experience and has stayed consistently with me as I returned to the work place. The seminars thus far had reinforced my perception of the ideal work place being a family type "ohana" atmosphere. I was now actively participating in this amazing experience as the teachings increased my interpersonal skills, team building, and flexibility. I now felt ready for the next journey.

One of the last and most memorable of the modules was present by Dr. Warren Blank who presented the science of leadership. Dr. Blank's presentation style was electric and captured my attention. I understood this was a mixture of his personality style with delivery and it was very effective. In giving presentations in the future, I will consider my audience to determine how the information is to be conveyed as I now understand it is as important as the content. A wonderful take away moment from Dr. Blank was that I must adapt and be more agile, or fail. I was beginning to fully understand that flexibility was a core leadership competency that required more risk on my part to succeed in my new supervisory role. Dr. Blank expanded on his application of "The 9 Natural Laws of Leadership," which most importantly centered on a leader has willing followers. As I understood that leadership involved risk and uncertainty, the leader influence skills that he presented were a means to gain increased credibility at work. Creating a "shared meaning" as suggested in his presentation would be an opportunity for me to communicate my leadership direction while speaking the follower's language.

Another idea that Dr. Blank presented was the first follower concept. To move from a manager role to a leader role one must gain willing followers by taking the lead. The first follower can lend credence to your ideas and help build the base to gain commitment. Additionally, I realized that I would at times need to accept the role as follower to aid in establishing credibility to others. Also, Dr. Blank encouraged a heightened awareness to analyze your self to include strengths and weaknesses. This will enable me to recognize that all feedback is a valuable message about myself, and to view others comments as "right" from their point of view. In the end, there was so much that I took away from his sessions, including the ideas that true leadership involves the leader-follower interaction. One must be aware of their surroundings to look for the first important follower who can help drive perception and behavior. Most importantly I clearly followed that people support those who meet and exceed their expectations.

With my new knowledge set under my belt, I was well prepared to start my first Individual Action Plan (IAP). This action plan would apply the learning from class to my specific work situation and the results would be measured. My IAP was to develop a "Welcome Aboard" manual to help new civilian employees navigate their first few weeks to become familiar with command structure as well as the processes and procedures to follow. This was the first project I had taken on of this magnitude and required a significant amount of time to determine and gather the information needed. I met with new employees as well as team leaders and supervisors. The ultimate objective was to provide a valuable source of information to new hires, as it would contribute to a feeling of "aloha" which would help to improved employee morale and job satisfaction.

Two of the most important concepts I learned during this first IAP involved my flexibility and organizational skills. I was to meet with new employees to determine information that would have benefited them during the first few months and also work on being flexible and receptive to other's opinions and ideas. I received overwhelming support during the process to complete this manual, as it was long overdue. However, it became apparent during the process that my organizational skills would hinder my flexibility in having the time to meet with others. Initially, my poor time management did not allow me to meet proposed deadlines and the task began to feel insurmountable. As I continued through the process, I learned to break things into smaller tasks so they could be accomplished in a timely manner. As I was staying on task, my enjoyment in this process grew and I was able to improve my oral communication skills to learn to succinctly express my opinion as well as

to listen and hear what others say. Also, my critical thinking was used to place myself in the role of a new employee to determine the best manner to effectively convey new information.

In retrospect, a team approach instead of an individual effort would have best completed this project as it proved to be incredibly time consuming to compile and verify information. I learned that I focused on too many details with too much analysis and eventually lost sight of the big picture. Being flexible enough to change my plan of attack would have made this more enjoyable for myself and would have engaged others in the creative input. My consultant's encouraging e-mails and phone calls were very helpful and significantly kept me on task. His comments regarding my IAP were thoughtful and insightful and I admired his patience in dealing with my time management issues. My consultant's positivity and support did not waiver and I will remember this valuable lesson as my move forward with the different personalities on my team and the challenges they will face in moving forward. As I viewed my consultant as a successful leader, I chose a book that would aid me in becoming one as well.

The book that I chose was "Leadership and the One Minute Manager." This book revolved around the first hand experience of an entrepreneur with a One Minute Manager (OMM) and his people. It dwelt on situational leadership and how to use a specific leadership style in different situations. The four basic leadership styles such, as directing, coaching, supporting, and delegating are the several hats donned by the OMM. He utilized a specific style per the situation with the entrepreneur taking away the skills and styles essential for becoming a situational leader. After reading this book, preparing the report, and listening to Dr Hill's classroom instruction, I was actively engaged in learning these leadership styles. As I have ten team members that I supervisor at work I realized the importance of donning the proper hat so that the interaction between us is effective and productive. Most of the team members are new interns and the directing style works best for me. These employees lack competence, but are enthusiastic and committed. They need my direction and feedback to get them started. I've also identified one who needs a coaching style as he has some competence, but lacks commitment. He also needs support and praise to build self-esteem, and involvement in decision-making to restore his commitment. At I have a new team; I have not utilized the supporting style for people who have competence, but lack confidence, or the delegating style for people who both are competent and committed.

The education in these styles and the preparation of the book report gave me a strong foundation in these leadership styles so that I have been able to effectively utilize them on my team. Situational leadership and how to use a specific style in different situations in retrospect has been key to the success of the team thus far. Effective leaders communicate with their people and are able to motivate better performance by diagnosing what their people need, and by being flexible and partnering with them as necessary as per the situation. Leaders need to do what the people they supervise cannot do for themselves at the present moment. Additionally, I have been using these invaluable skills not only in a work environment, but at home in raising the children to be independent and self motivated people.

An immense amount of personal awareness and leadership knowledge was gained during the first week at the academy, as well as the process of the IAP, and the book report. As my self-awareness increased, I learned how to change or react based on people and the particular situation.

Flexibility again in being open to change and rapidly adapting to new information, changing conditions, or unexpected obstacles was a competency that I considered to be primary in my evolution as a successful leader. As I felt increased confidence in core competencies I was ready for the week two experiences. As stated previously, week one was about “me” or personal leadership, and week two of course would concentrate on leading through others. I would have the opportunity to sit at a new table, meet different individuals, and bond again as a team. Repeating the process again, but in a new and different way to ensure yet another motivating experience. This became apparent during the first module when Ms. Senecal gave us our 360 Leadership Assessment results.

I was nervously anticipating the results of the OPM Leadership 360. This report would describe the extent to which I display 98 behaviors, which define the 8 leadership competencies. This was in contrast to the MBTI and the FIRO-B, which were self-rated tests that provided information on how I viewed myself. I had been involved in this process previously by scoring a peer, but this was the first time I would view how my peers perceive me in the workplace. I unfortunately was unable to complete the 360 for myself and did not have a comparison to how I saw myself whether it is lower or higher than how others viewed me in the workplace. This would have been extremely beneficial to see if my perception was close to others. Additionally, if I have the opportunity to take this again, I would engage subordinates in assessing me so I have the most complete view to include my peers, my subordinates, my supervisor and myself. I was pleased to find my peers or co-workers as well as my supervisor perceived me positively in aspects of the 360 that are important traits of a successful leader, but there also places that I need to improve. Technology management was an area that I needed to focus on to stay on top of and identifying new technologies to meet my organization’s needs. Additionally, my supervisor indicated I should have confidence in my decision-making and in developing a vision of the future for my team and the organization as a whole. As I move forward in my career, the 360 will be a valuable tool that has provided me with a wealth of information to use and grown as an emerging leader. I would use this tool to promote self-awareness and behavioral change.

The second week of class started off with a bang by the presentation of Mr. Greg Bell. He offered the class advice in getting the most out of his session by listening and accepting the experience without thought to the obligations of work or family. He encouraged us to participate and speak up as well as being open-minded. Mr. Bell promoted the concept of “Water The Bamboo” which is a metaphor for success. He compared the key to success to those who understand the principles of the bamboo farmer who water their seeds and tend faithfully, even though there is no visible evidence of growth for years and then see their visions suddenly explode into reality. A wonderful take away moment was when Mr. Bell spoke about looking for your gift and not your talent. This meant to me knowing my core self or talent and being comfortable to share myself in this way. The activities we did in class such as the actions that we could commit to today that would support our values were inspiring and memorable. He clearly conveyed that success required an understanding of our own personal values, as they would guide us on our journey. I greatly appreciated his message to develop daily and long-term living that supports who I am now and who I aspire to be. Additionally, the values of an organization will shape its culture and drive performance as well. Yet another a-ha moment I think about daily is team leaders must demonstrate team values at all times. As I am an emerging leader, I understand the importance of engaging everyone on the team to define our values and my role is to uphold them as well. Having the skills and the will would produce results for my

self as a leader and the team as well. This was to be one of many exciting and engaging speakers. The class at large was interacting with each other as we awaited each presentation and activity.

By the end of the first day much knowledge had been shared and being full and present in the moment was a must for this class. I was exhausted due to the participation, and also from outside stresses at work due to deadlines. I realized physically that I was not in proper form, as I had not been eating well as I had spent many late nights at work. As Dr. Warren Blank has mentioned in his presentation “food is fuel.” It was very appropriate that at the beginning of day two the speaker was Jackie Berning. Jackie’s expertise was in sports nutrition and teaching athletes how to make wise food choices for increased performance. Jackie used her experience to speak about the physical dimensions of leadership. This was a welcome change of pace and I needed a reminder that our performances as leaders are only as good as how we treat ourselves physically. Jackie stressed overall physical condition with many common sense approaches as well as support from scientific information. It was clearly conveyed that the physical shape of the body and the fuels a person consumes play an important factor in health and on the job performance. This session was memorable to me as I was reminded how important it was to take good care of myself.

Enhancing the second week was Ms. Senecal’s talk on leading the four generations in the workplace. Ms. Senecal placed importance on the need to understand others, their values/backgrounds, concerns, and desires. One must understand who makes up the four generations and how these generations affect the workplace. Identifying and speaking about each generation from the traditionalists, baby boomers, gen x-ers, or gen y-ers was very informative and helpful. As we have four generations at my workplace working side by side, it was important that I as a leader understand and leverage the strengths of all generations. A very important take away moment was to learn the most successful leaders find a way to let every generation be heard. This will allow each group to be a part of the growth of our team. Additionally, we want to attract, retain, and motivate the next generation of workers. Ms. Senecal stressed there was no “best” generation, as all make significant contributions in the workplace.

A large portion of the second week was devoted to Mr. Louie Larimer, who discussed a wide range to topics from ethics to negotiation to personal change. I enjoyed his discussion of the principles of effective negotiations as I negotiate frequently with vendors at work. He conveyed the process of negotiation and the personal skills utilized by effective negotiators. The activities where the class was given an opportunity to practice the skills inherent in the process of negotiation was very helpful and fun. The written material on negotiation skills was something I could take to work and share with my team as it enhances previously teachings on this subject. Also Mr. Larimer spoke about communication such as interpersonal influence, and executive communication. He conveyed we would want to be remembered as a leader who knew how to influence, persuade, and communicate with others. The principles Mr. Larimer set forth were quite simple to know and understand. My real challenge was to personally follow through and incorporate these principles in my daily professional and business conduct.

The last but not least presentation for the second week was the comic genius of Mr. Bob Wells. He was my favorite presenter and easily one of my overall favorites of the entire time. Mr. Well’s module on Creativity, Innovation, and Change were designed to allow us to understand the importance of humor. We were encouraged to let loose and bring laughter back into the workplace.

With no slides or lecture, the class interacted with activities, which allowed us to really get involved with each other and remember the process. To save Mr. Wells for the last presenter was incredibly effective for at this point bonding had occurred and we were comfortable with each other. Many of the activities required “going out on a limb” yet there was support and true friendship and it appeared all felt inspired by the process. We were allowing ourselves to be in the moment and to be creative. Mr. Wells really stressed the importance of laughter, and how to make it appropriate. The injection of levity in the workplace can be all that it takes to help alleviate stress. Also, it will aid us in seeing and supporting the big picture, especially when we get lost in the details. Armed with my “smile on a stick” I was ready to share and encourage laughter and humor for the health of the organization and the individuals.

At the end of the final week, I felt I had greatly sharpened my leadership skills, and with that in mind, I set forth on my second IAP. I chose to work on my oral communication and team building by developing an employee enrichment program to help promote a meaningful work experience. This includes increased motivation at work, reduced level of fatigue as well as reduced absenteeism and labor turnover. The main goal was to work with the members of this committee to develop a program to bring about excellence in the work place. As my first IAP was a solo project in which I had complete control over the project, this one would require team participation and input. With my new knowledge and focus on flexibility, I was able to step back and allow others to provide information and vision. I learned with both IAPs that I have difficulty with juggling work, family life and projects such as these and missed deadlines repeatedly. My intent in the future is to multitask less and concentrate more on the project on hand so that I appear focused and confident.

Overall through the two week long sessions, the book report, and the IAPs as well, I had moved forward in my ability to understand and lead others. I learned an incredible amount about myself in terms of personality and behavior. Additionally how others at work view me, and how I impact the workplace. My focus in moving forward would be on flexible leadership where I will make changes in my behavior to increase other's perception of my leadership talent. I've increased my knowledge about personal leadership through team building and how to create a successful team environment as well. Armed with my new tools, and my network of friendships from the Junior Emerging Leader class, I will continue to review the book and literature provided as reminders of what I need to achieve, and how to get there as well as making it a priority to maintain contact with the professionals I have met as we have shared this amazing experience.

APPENDIX B-2 Research Paper – Senior Leader – Sub Chapter (Two Examples)

* Glen Tonai – “Power of Individuals”

* Major Christian J Egan – “Power of Individuals”

Chapter 4 – **Communication Bridges** – Understanding and Inspiring the Four (4) Generations in the Workplace

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Understanding and Inspiring the Four (4) Generations in the Workplace

Executive Summary:

“Leaders establish the vision for the future and set the strategy for getting there; they cause change. They motivate and inspire others to go in the right direction and they, along with everyone else, sacrifice to get there.” **John Kotter**

Before you can determine what inspires workers, an analysis into what drives them is required. The analysis starts at the generational level but generational studies are just a starting point. Stereotypes for a large group of people may not be applicable to all individuals within the group. To tailor methods, studies on an individual level must be done as well. The diversity of the four generations can also tap into the creative strengths from each and combine to build an organization where the sum is larger than the parts put together.

What inspires the workforce is a good supervisor who creates an environment that values the employee. Value to an employee consists of catering to the needs and desires of the worker on an individual basis. Needs include personal development through mentoring/coaching and training with the goal of career advancement. A desirable work environment consists of a flexible work/life balance that allows an employee to adjust work schedules with personal obligations and responsibilities outside of work to improve overall quality of life. A happy workplace results in content, inspired and motivated

employees. Also important is the creation of harmony in the workplace where there is mutual respect and trust amongst all working generations.

Management styles must be able to be more direct yet tactful. Give the employee the big picture, provide specific goals and measures and then just let personnel get there, and then provide feedback along the way to keep them on track and finish off with reward and recognition. This may be one of the more difficult imperatives to tackle since it requires management to change. A supervisory style must be situational-based tailored to the individual. A manager must depend more on personal power than position. Policy exceptions must be available and utilized to accommodate the individuals. A strategy must be employed when teams are established to ensure that individuals are matched to the team. A balance of work and life must be a concern and taken into account when determining assignments and establishing deadlines. Trust of the workforce is essential and a manager must work at it in order to gain it by being fair, inclusive, competent and becoming a better communicator.

A work culture that recognizes and appreciates a variety of perspectives, styles and opinions, where differences are actively sought out, valued, respected and put to use vice subdued, will lead to a well-balanced and functional organization. This ultimate level requires a workforce that is educated about diversity, where associates have developed their awareness and appreciation for differences and have learned useful skills for bridging the gaps and tapping into the best of everyone.

A workplace that concentrates on the positive vice negatives, is flexible, open and responsive to the diversity of the workforce and where development is used as a tool to retain the best and the brightest will benefit in increased morale, improved attendance, lower attrition rates and will ultimately become the employer of choice (Raines, 2003).

** * * * **

“Go to the people. Learn from them. Live with them. Start with what they know. Build with what they have. The best of leaders when the job is done, when the task is accomplished, the people will say we have done it ourselves.”

Lao Tzu

The Perfect Inspired Employee

Inspiring a worker can have a dramatic effect on productivity. An inspired worker will work harder, smarter and faster. Inspired workers have better attendance records have better morale than an uninspired one. An inspired worker will be creative, will look for ways of doing tasks better and can have an astounding effect on the workplace as this behavior

becomes infectious and rubs off on others. Everyone wants to be part of a winning team. An enthused worker will be satisfied with the job and be less likely to seek another, leading to lower turnover rates and in turn results in reduced replacement training costs.

All this speculation and conjecture is easy to state but extremely difficult to achieve. The perfect employee has been the goal of employers over the ages with countless studies performed, papers issued and books written on this very topic. It is achievable and likely that one can actually inspire and evolve one perfect worker. The challenge becomes more difficult when the goal expands to include a group of workers. Inspiring a group of workers with similar values, beliefs and ideals is not a far-fetched ideal. Give them what they want; how they want it, when they want it and the job of inspiration is complete.

Sociological studies have concluded that people in a single generation oftentimes share similar values, beliefs and ideals since they have shared similar experiences during their lifetimes. This generalization may be true for a single generation.

The reality of it all is that not all workers have the same values, beliefs and ideals. Everyone is an individual and has differences of opinions. Now apply this same thinking across two generations and the differences double. In the current reality of many American workplaces, for the first time in history, up to four different generations may be working side-by-side. The challenge becomes how to inspire four generations in the workplace. Do you create four different policies and strategies? Do you find a balance that may work for all four of the generations? Do you take an individualistic approach?

Finding out what is required to inspire generations takes several steps. Step one is to discover and to understand how each generation thinks and what they value in life and in work. This understanding will form the basis for inspirational methods. Step two is to identify the common factors and potential difficult areas that might inspire the four generations. This provides a good starting point to see what strategy may or may not be effective across all generations. Step three is to determine the best method of implementing the plan.

Understanding Generations

In order to determine what motivates the different generations, a look into the values and beliefs of each generation is required. This requires understanding the experiences driving these values, ideals and beliefs relating to the principles, and ultimately the behaviors of workers. A generation is a stereotype of a set of people who are born and programmed at about the same specific period of time.

Programming takes place during the formative years when the media, parenting and shared experiences shape the common tastes, passions and attitudes. Values, ideals and beliefs stem from the major life experiences, which occurred during the formative years of their lives. These formative years are typically the early teens through young adulthood period

between fourteen and the mid-twenties. It is when each group develops their own unique personalities.

However these generalities cannot apply for everyone in a single generation. No system or study can predict an individual's behaviors or characteristics (Marston, 2007). Personal circumstances such as ethnic background, country of origin, family configuration, sexual preference, religion and economic factors can influence an individual's values and beliefs (Raines, 2003). Other factors such as family affluence, birth order, new immigrant or native-born and childhood work experience can also influence values and beliefs during the formative years (Marston, 2007). These exceptions make stereotyping a generation even more difficult to accomplish.

Generations Defined

The Veterans

The veteran generation is people born between the years of 1922 to 1943. Defining events during this period include the stock market crash, the economic disaster which led to the Great Depression, two major wars, World War II and the Korean War, the golden age of the radio and the movie, the New Deal and the rise of labor unions. (Zemke, Raines, & Filipczak, 2000)

Their core values include dedication, hard work, conformity, law and order, respect for authority and patience. The bureaucratic structure of the workplace took on the command and control hierarchy structure that was carried over from the military. In the workplace, they want to be treated with respect, dignity and formality. They are dependable workers who do not like to be rushed. In the subject of training and development, they respect an older experienced trainer, who is tactful and gets trainee agreement and acknowledgement to ensure understanding of the material. Personal touches such as hand written notes and the traditional tangible perks of success such as plaques, awards, and other forms of visual recognition are key inspirational methods, which motivate this group. (Zemke, Raines, & Filipczak, 2000)

They do not like touchy-feely situations or indecisive bosses who worries about making unpopular decisions (Raines, 2003).

The Baby Boomers

The Baby Boomers are people born between the years of 1943 to 1960. The formative years following World War II and the Korean War were one of prosperity and peace up to the Vietnam War. Following the Vietnam War, the Cold War and the space race took over the attention of the populace. Civil Rights and Women's liberation were large social issues of the day. Television became the media method of choice. Child rearing took center stage. (Zemke, Raines, & Filipczak, 2000)

Boomers are optimistic, team oriented and heavily into personal gratification, growth, health and wellness. In the workplace, the veteran group and the military management style supervised the Boomer workers. This group's dedication to the job and work ethic of

working long hours, sometimes at the expense of the family, coined the phrase “workaholic”. They are defined by their work, work out of loyalty to the company and want to make a difference at work. Their lives revolve and center on work. They are the majority of today’s businesses current bosses. Unlike the chain of command style of the veteran group, they prefer a participatory style of management. They do not like “blaming” preferring agreement and harmony in the workplace. They are lifelong learners heavily into self-improvement, business books and training tapes and like to work in teams. Motivational rewards are similar to the veteran’s group. They like the personal touch, and public, visual signs of recognition for their long work hours and tough work ethic. (Zemke, Raines, & Filipczak, 2000)

They prefer a boss who is consensual, democratic, warm and caring, a people person who treats employees like a friendly equal and do not like a my-way-or-the-highway type boss who is bureaucratic and is not open to input (Raines, 2003).

The Generation Xers

Generation Xers is the group born between the years of 1960 to 1980. The programming years was marked by stagflation. The Watergate scandal and the Persian Gulf War occurred during this programming period. Children often returned to an empty home after school since either both parents worked or were raised in a single-parent home and as a result produced self-reliant “latchkey kids”. Computers, one of the most influential tools ever created became into it’s own during this period. This group began thinking on global terms due to the start of a truly global economy. (Zemke, Raines, & Filipczak, 2000)

They value diversity, work/life balance, and enjoy a workplace that is fun and informal. Because they grew up being independent, as employees, they enjoy a flexible workplace and do not like to be micro-managed. They rely on clear communication and timely constructive feedback to keep them on the right track. They are technologically savvy and enjoy utilizing the latest in leading-edge hardware and software. They prefer on-the-job, hands-on training methods. (Zemke, Raines, & Filipczak, 2000)

They work to pay the bills while learning new skills for that other job. They are more loyal to their boss than to the company and thrive on a boss who knows employees well, communicates and motivates (Marston, 2007).

They prefer a competent boss who is results-oriented, informal yet direct and straightforward. A boss who gives a project deadline and turns them loose to make it happen and rewards employees with free time inspires them. A boss who looks for opportunities for the employees to develop personally and professionally motivates them. They do not like a boss who doesn’t walk the talk and is more into process than results. (Raines, 2003)

Millennials

Sometimes known as Nexters, Millennials are people born between the years of 1980 to 2000. They experienced an up and down economy, including the rise and fall of the “dot.com” businesses and real estate. The programming years saw terrorism and schoolyard violence. They grew up in a multicultural global environment. The female movement was energized with more and more women entering the workforce and filling positions traditionally dominated by men. This generation is considered the most educationally and technologically advanced compared to the other three generations, growing up in a technologically advanced world filled with computers from a very young age. (Zemke, Raines, & Filipczak, 2000)

This generation is social, moral and civic-minded and values diversity. This group is confident, optimistic of their future and achievement oriented. Child-focused educational systems of the day created children who were all winners and no losers and the “no child left behind” mantra. They enjoy working with the brightest and most creative coworkers and like to be involved with decisions. They enjoy training so much that companies are heavily focusing on mentorship programs and hiring more trainers. Tangible rewards showing credibility such as awards and certificates are preferred motivational tools for this group. (Zemke, Raines, & Filipczak, 2000)

The preferred supervisor values education and mentoring. A boss, who gets to know your personal goals, supports them and coaches you along the way to achieve them, provides motivation. A boss who is results-oriented and helps find ways which allows workers to spend time with friends while getting work done is inspiring. They are similar to the Generation Xers in that they are more loyal to the people than to the company. They don't like a cynical boss who treats them like children or feels threatened by technological savvy employees (Raines, 2003).

Commonalities and Difficulties In Inspiration

Different generations have differing values making the motivational approach to each unique. The difficulty is in finding the right mix of inspirational methods that can work for a majority of the workforce. A strategy can be tailored for a specific generation but in the terms of today's four-generation workplace, an individual strategy for each unique situation is the better solution. Many factors must be analyzed in developing these strategies.

An understanding of what an employee desires from their job, their boss and workplace experience is part of this strategy. A common factor amongst all generations is a trusted and respected boss. There is a major shift in values and ideals from the older (veterans and baby boomers) to the younger (Generation Xers and Millennials) generations. The sense of loyalty and work ethics of the younger generation is not the same as it used to be in the older generations. Pay, benefits, and opportunities for promotion are not nearly as important in creating job loyalty as they used to be. Today's young workers define themselves by who

they are outside the job, not by what they do for a living. They enter the workplace seeking self-fulfillment and aren't interested in paying their dues for an unknown period of time, which is a departure from the more veteran and baby boomer generations. The younger generations also stay in school longer, live at home longer, get married and have kids later in life which affects their work/life balance, priorities and their commitment to the workplace. (Marston, 2007)

What Makes A Good Supervisor?

In today's workplace someone who gets to know employees as a person on a personal and professional level defines a good supervisor. They are sincere, fun and relaxed, and flexible. Regular and timely feedback on work performance is provided and appreciation is displayed when earned. (Raines, 1997)

Sincerity and appreciation are attitudes that demonstrate that the supervisor really cares on the individual level. This attitude builds relational trust between the worker and supervisor. A supervisor must also be flexible in balancing an employee's life and work. Everyone has a unique personal situation that must be adjusted for. Asking workers for their opinions and involving employees in the decision-making process is another way to build trust. Creating a well rounded, diverse working team allows individuals the opportunity to grow and showcase their talents and be able to contribute. Education and training in the workplace help to develop the employee's career path and show that the company values the employee. Most of all a supervisor must model the expected behaviors for employees. They must treat employees like customers by walking in their shoes to really understand and appreciate what workers do. Creating an environment where mistakes are acceptable, admitting and apologizing when management makes mistakes builds credibility in an employee's eyes. Showing up for extracurricular events honoring your commitments is another way to enhance trust.

Understanding the Employee

A supervisor cannot understand an employee, until time is spent getting to know the individual. Establishing an open-door policy can do this. Employees prefer an employer who is interested in them, cares about them and wants to get to know them. When talking to personnel, a supervisor should broaden the conversation and don't always focus on work. They should learn about an employee's families, hobbies and personal lives outside of work. (Marston, 2007)

Defining the Big Picture and Communication

Defining the big picture establishes how the employee fits in and why his/her job provides value and is important to the company. Explaining the roles and responsibilities instead of a job description can help in determining the overall value of the position or job. But it is important to keep this explanation on a macroscopic level. This conversation should be performed face-to-face, and the employee should be asked to provide for input and feedback. (Marston, 2007)

Communication is often the root of problematic generational differences and one of the keys to the success of any organization. Clear, concise and direct communication using straightforward language vice suggestive language is essential. A supervisor needs to specify exactly what your staff needs to accomplish without being harsh or dictatorial. A supervisor should not speak in generalities and expect the workers to understand and agree. Specific, Measurable, Achievable, Realistic and Timely (SMART) objectives should be used. Feedback ensures that the task is understood and is part of the negotiating process that builds a supervisor-employee relationship. The feedback loop shows that the supervisor values the employee's point of view, ideas and opinions and is willing to be flexible to balance the situation and ensures that a job is not too much for an employee to handle. (Marston, 2007)

Training and Development

Training plans that provide flexibility in tailoring the development of employees will help to retain and inspire employees to stay with the company (Raines, 2003). Development allows the employee to learn and grow along with the company. Individually tailored career development plans show that the company values and is willing to invest in the employee. Development plans need to account for personal and professional growth inside and outside of work. Learning opportunities tailored to an employee's goals must be made available which grow an individual's needs, preferences, interests, and goals and specific skill sets. Everyone has his or her own specific talents that must be accounted for and adapted into a career development path. A career plan should list skills and goals including steps to take in achieving each. Both the employer and employee must commit themselves and work together to make the plan work (Marston, 2007).

Rewarding

Rewards are major inspirational tools for employers. All generations value rewards although not the same types. For example: The Veteran group value celebrating a retirement, the Baby Boomers value celebrating a promotion while the younger generations (Generation Xers and Millennials) value celebrating personal events such as a birth of a baby, weddings, engagements and birthday parties. Rewards such as praise and personal recognition are universal rewards across all generations and should be used to provide instant gratification and feedback for a job well done. Other meaningful rewards include cash, personal time-off and opportunities for development. (Marston, 2007)

Quality of Life

Flexibility and balance between work and activities and obligations outside of work is desired toward a superior quality of life. Examples of flexibility are non-standard work hours, a four-day workweek, non-standard work locations such as tele working from home, and leave to take care of family obligations and responsibilities. A worker who has a balanced life will have a good attitude and will perform better at work.

Learning Organizations

The philosophy of placing value in the worker is exemplified in a learning organization culture. A learning organization is a non-threatening, empowering culture where everyone focuses on constantly developing organizational competence and learning together to create the results they truly desire. Learning Organizations create a culture that encourages and supports continuous employee learning, critical thinking, and risk taking with new ideas, allow mistakes, and value employee contributions, learn from experiences and experiments, disseminate the new knowledge throughout the organization for incorporation into day-to-day activities, and systematically learn from experience of what works and what does not work. The goal of learning is increased innovation, effectiveness, and performance.

The foundation is based on five disciplines:

1. **Personal Mastery:** personally striving for the highest aspirations.
 2. **Mental Models:** the way we see things.
 3. **Shared Vision:** identifying shared ideals that a team aspires to achieve.
 4. **Team Learning:** learning together toward a common goal.
 5. **Systems Thinking:** understanding the big picture.
- (Senge, 1990)

Conclusion

"People are your most valuable asset. Only people can be made to appreciate in value. The most powerful and predicable people-builders are praise and encouragement." **Brian Tracy**

By analyzing the generational differences, a lot was learned about my cohorts and myself during research and preparation for this project. This developed understanding has broadened my views of the workplace environment in regards to the "who we are" viewpoints, likes and dislikes. Understanding what makes people behave enhances my leadership and managerial skills in terms of hiring, recruiting, training, developing, retaining and motivating employees. It also gave me insight into my elders thought and feelings. Since these individuals make up most of the higher-level managers, this understanding will make me a better employee.

I can take this newly acquired knowledge on generational diversity and train others. This in turn, should make them better employees, supervisors and managers. In the long run as this transfer of knowledge takes places, it will grow exponentially and will spread from my branch and division to the department and eventually strengthen my whole organization.

What inspires employees is a good supervisor who creates a work environment and culture that values the employees. Employees are the most valuable assets an organization has. Employees who grow and develop with the company tend to be loyal to the team.

Synergism recognizes that the sum is greater than its parts. In uniting the four generations at work, a competitive advantage over those who do not find a way to inspire and motivate the workforce can be achieved and maintained.

“The boss drives people; the leader coaches them. The boss depends on authority; the leader on good will. The boss inspires fear; the leader inspires enthusiasm. The boss says “I”; the leader says “WE”. The boss fixes the blame for the breakdown; the leader fixes the breakdown. The boss says, “GO”; the leader says “LET’S GO!”” **H. Gordon Selfridge**

Research Methodology:

The research method consisted of a combination of the five listed books, interviews of six individuals and personal experiences. The information of the five books listed somewhat overlapped since three of the books were written or co-written by Claire Raines. These books served as the basis for most of the material of this paper. The interviews conducted were strategically spaced amongst several engineers in the three generations at Pearl Harbor Naval Shipyard and Intermediate Maintenance Facilities' Nuclear Engineering and Planning Department (NEPD). Engineers were chosen as interviewees in order to minimize one variable in generational differences. These interviews backed up the generalities noted in the books. This observation was really amazing. Unfortunately, there were no personnel of the Veterans generation. I supplemented that by an interview of a non-Shipyard employee and the older of the baby boomers in the department. It would be interesting to discover why there is no one of age 67 or older still working in NEPD. I think part of the reason is the relatively generous retirement package provided by the United States Federal Government's Civil Service Retirement System. It is also interesting to note that the older individuals were more reluctant to participate in an interview as compared to the younger employees.

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Interviews

Veteran: (born 1930); widowed, father of three children, retired fishing boat captain; current occupation: fish cutter

Baby Boomer: (born 1955); married, father of one child, supervisory nuclear engineer

Baby Boomer: (born 1958); unmarried, supervisory nuclear engineer

GenXer (early): (born 1963); married, no children, nuclear engineer

GenXer (late): (born 1979); married, no children, nuclear engineer

Millennial: (born 1981); unmarried, nuclear engineer

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Power of Individuals

Executive Summary:

My research on the "Power of Individuals" began as an effort to examine the importance of trust. I had already been reading Stephen M.R. Covey's The Speed of Trust: The One Thing That Changes Everything. This was a book from my "to do list" that was not "getting done" due to competing priorities and circumstances. Armed with a formal task, this reading effort became my research effort. It became my early steps along a journey I have been eagerly waiting to pursue, but could never commit the time and focus to "lace up and start walking."

My research actually began informally nearly twenty years ago on my first night of Basic Military Training. Years later, I realized a passion inside of me; a passion to help others grow, to enable their dreams, and to watch them take to flight. As a pilot, this metaphor grew wings and became my life blood. As a leader, I was overcome by the relative ease of leadership when you become one with your team; empowering and extending trust. I knew when things were going well as a leader, but I did not have an appreciation or understanding for what was making things go well. Covey's book opened my mind to a forensic experience, allowing me to look back at hundreds of encounters with people I had either followed or led. My research includes my life in retrospect. It includes conversations with my family; especially Carissa, my loving wife and confidant, but also my uncle who is a clinical psychologist. It includes the stories and experiences of exceptional individuals such as Greg Mortenson, Captain Chelsey "Sully" Sullenberger, Mitch Albom, a rabbi, and a preacher. My research also includes perspectives from recognized experts on leadership and organizational behavior; to include the likes of Max DePree, Sidney Dekker, and Dr. James Reason. As I translate my research into this examination of the "Power of Individuals", I commit myself to an enduring pursuit and propose a shift in focus. In our efforts to build High Performing Teams, let us cultivate and harvest High Performing Individuals. Seek to harness the power of the individuals, and as leaders, create the environment to release their potential and amplify their power.

* * * * *

The enduring effort to develop leadership qualities and skills takes many on a journey through books, classes, seminars, and jobs. The goal: a better leader in the end. In the pursuit of the destination, often times the journey is not appreciated and the most valuable lessons are missed striving for the graduation certificate, diploma, or promotion. The opportunities to engage as teams are part of the leadership exercise, but the overwhelming focus on developing a person as a leader prevails. We are not developing teams in these leadership sessions. Instead, we are developing individuals. We are seeking to recognize and release potential in order to maximize character and contribution. This is a look at the *power of individuals*. Who they are and what they bring to a situation. How they act and how they react. How they succeed and how they overcome obstacles to avoid or recover from failure.

The individual is the essential building block of a team or organization. Teams have the collective benefit of the pooled corporate talents of "individuals." Individuals are able to influence, shape, mentor, lead, teach, console, encourage, comfort, discipline, and trust. Teams hope to leverage these individual contributions in order to maintain harmony and productivity within a situation. Coaches, parents, commanders, teachers, chaplains, siblings, mentors, supervisors, spouses, and children are just a sampling of the individuals most people encounter over the course of their days, weeks, and lives. It is time to recognize the power of individuals and tap into their deep well of potential. We will begin by looking at the environment in which the individual either flourishes or flounders.

Creating the Environment

Individuals serve as role models and inspiration. Individuals bring the power of passion and emotion to a situation. They bring the spirit of creativity and the breath of originality. Individuals provide the character and personality that, when melded into a team, forms the conglomerate personality and character of that team. With this potential power resident within individuals, how do leaders create the environment to amplify and release the potential... and then generate more?

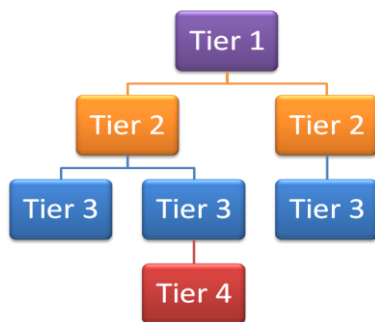


Figure 1 – Typical Hierarchy

In order to release the power of individuals, it is essential to foster an environment that encourages and rewards contribution and participation. Every organization, just like every situation, has its own unique character and dynamic that must be appreciated. By looking at an organizations' structure, one can immediately make a quick assessment of the hidden potential within its individuals.

The hierarchy represented in figure 1 shows four tiers or levels within an organization. This could be at the most senior level of an organization or a nested structure within a department. This is very typical of a “chain of command” or “reporting channel”. Essentially, this structure is ideal for *depicting* “who works for whom”, but often creates barriers when *implemented* for daily interaction and communications. In this structure, the individual is aware of the organization’s mission, vision and strategy by way of “trickle down communication” or distributed memoranda. To create the environment for individuals to release their potential, leaders within an organization need to seek ways to eliminate barriers to communication and contribution. I am not advocating an organization with no hierarchy, but instead an organization that seeks to “flatten” its layers and processes (see figure 2); seeking to establish increased visibility, transparency, and opportunity for individuals to engage, contribute, and flourish. This can be accomplished by increasing opportunities for all members of an organization to participate in discussions, surveys, meetings, and key decision points. This does not mean an open and democratic vote on all decisions. This is an opportunity to involve all individuals, enabling their potential and encouraging their participation.

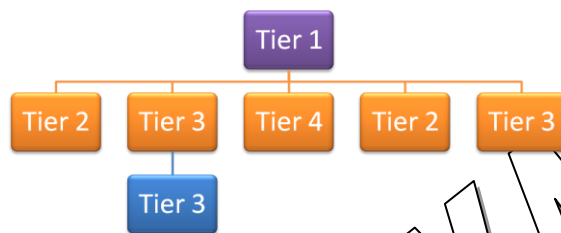


Figure 2 – Flattened Hierarchy

Using communication as an example, figures 3 and 4 below highlight simply the difference between everyone receiving the same message (at the same time) and those who receive it through layers. Not only does the latter promote lost translation, but it also deprives individuals of the opportunity to engage with organizational leaders. This engagement opportunity is an essential part of the professional relationship that leaders and those they lead must forge to release the potential and realize the power of

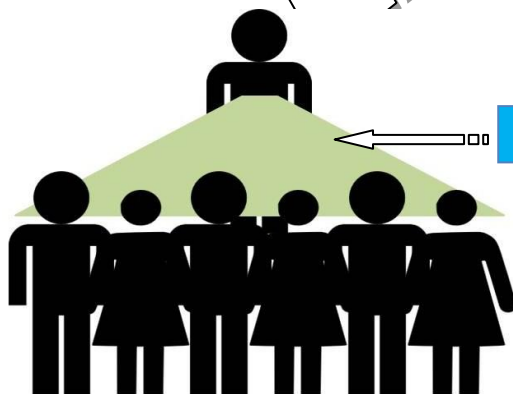


Figure 3 – Flattened Hierarchy

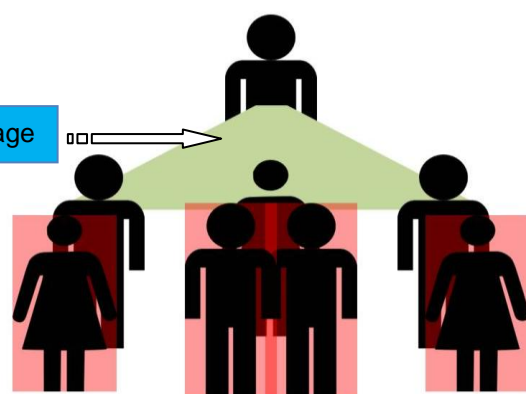


Figure 4 – Typical Hierarchy

the individual.

The quick look at the structure of an organization is intended for every member, not just the formal leaders. Understanding that the structure may be rigid, individuals have the power to shape, reshape, reform, and if necessary re-create a structure to maximize power and potential. This look at structure and hierarchy offers an inviting “on-ramp” to witness the difference in relationships that exist within organizations. Leaders and those they are

fortunate to lead rely on relationships to leverage the individual talents within a team. But just as the organization's structure can impose barriers that dampen the power of individuals, so too can the character of an organization's relationships.

Building Relationships

Have you ever heard of a team or organization's "weakest link"? The idea of a "weakest link" or more generally "a link" is a discouraging notion. A chain is often the simplest visual to understand the nature of organizational "links" and the relationships that result from them.

Notice each link has two points of contact, where the link interacts with the other two links. I'll call them relationships. This relationship is bi-directional; performing "up-down" or "laterally" depending on the task or situation. This is typical of the hierarchy displayed in figure 1. While each link is strong, each link is also terribly vulnerable. The success of the organization relies on the link (I'll substitute "individual") to be rigid and consistent. Flexibility may be forbidden, discouraged, or just not physically possible. There are organizations that may require this structure; however no organization should be satisfied with these limited relationships.



Figure 5 – Simple Chain (Limited Relations)



Figure 6 – Braided Rope (Continuous Relations)

An organization seeking to release the potential and maximize the productivity of its individuals is best served by a model that encourages 360° relationships. Many recognized experts have written about 360° leadership, but the focus needs to be on relationships. In contrast to the limited relations provided by the simple chain, organizations should strive for relationships that resemble something a-kin to a braided rope. Notice the individual fibers interwoven with other individual fibers,

working closely to form a single-strand, which in turn is working in harmony with neighboring strands to form a larger braid, banded together with another braid to form a strengthened and unified rope. Not every individual shares a relation with every other, but the increased number of relations within the rope (or an organization) provides greater opportunity for understanding, contribution, and belonging. Unlike the chain, the individuals within a "braided rope" organization are less vulnerable. They are less likely to become single points of failure within an organization. Additionally, the individuals within a "braided rope" organization have a greater opportunity to establish and capitalize on the resulting relationships. Relationships founded on what Covey calls the "dividends of trust transactions."

Trust Transactions– The Fiber of Relationships

When an individual in a “chain” organization has lost the trust of others or fails to extend trust, it is essentially a broken link, causing the chain (or organization) to fail to accomplish its task or overcome its situation. The “braided rope” organization is founded on continuous relationships, bonded in trust, and proven through the daily tugs and pulls on each individual. The organization takes on the character of a “braided rope”; flexible, strong and resilient. The trusting relationships thrive in a load-sharing environment while providing an organization with a significant load-bearing capacity.

If trust is the fiber of relationships, how does an organization ensure its trust transactions provide dividends versus taxes? In developing individuals to become leaders, it is important to recognize some balance exists. In his book The Speed of Trust, Steven M.R. Covey refers to it as something else called “credibility”. He breaks this down into “character” and “competence”. Covey brilliantly dives a bit deeper into four “cores of credibility” centered on character and competence as they pertain to individuals. (Integrity, Intent, Capabilities, Rewards.) The tree graphic (figure 7) depicts very well the relationship of the four cores to their character or competence connection. Integrity resides alone as the core contributor to character. This is the deep look in the mirror. It is the bedrock from which an individual postures himself before others. It in turn becomes the bedrock for trust. As Covey describes it, “Integrity is essentially below the surface. It is the root system out of which everything else grows.” (Covey pg. 56)

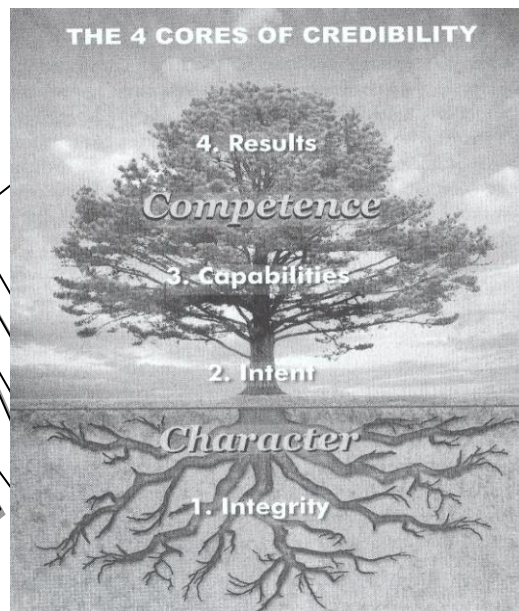


Figure 7 – Covey's Credibility Tree
(copied from *The Speed of Trust*)

The second core, intent, starts to exhibit an individual's competence as their beliefs and values (integrity) take on outward manifestation with others. Using the tree analogy, Covey likens intent to the “trunk that emerges from beneath the surface out into the open” (Covey pg 56). “Integrity and intent” are the cornerstone of my leadership discussions as an instructor pilot. “Are we doing right...for the right reason?” This can be applied to any relationship; student and teacher, parent and child, supervisor and subordinate, husband and wife. My marriage and my bond with my children have both grown from recognition of the significance of integrity and intent as the foundation for relationships.

As you can see in the picture, “capabilities” are where the individual competence starts to “branch out” and grow towards achieving “results”. This Covey model provides a simple

understanding of the “power of individuals”. I like the Covey model because it is also displays the significance of the environment and structure.

For leaders, integrity and “good” intent is exactly what we hope our colleagues exhibit every day. Our colleagues, whether subordinate or superior, seek to showcase their integrity and intent as well as continue to develop it. Therefore, every individual within an organization must consider the environment in which relationships and trust are trying to grow and produce results. Just as one would never plant seeds in poor soil, a leader must create an environment that promotes character growth and never entices the compromise of integrity. Likewise, foul weather, be it drought or flooding, is not healthy for growth. Neglecting, overbearing and micro-managing relationships have the potential to impact intent; inhibiting individuals from developing and showcasing their capabilities and ultimately impacting results. Many times, leaders are stuck with the soil they are given and must find a way to nurture character and competence carefully.

Principle Based Direction - The Sweet Sound of Jazz

My first flying assignment was as a First Assignment Instructor Pilot; a brand new graduate of pilot training, returning to teach his “peers.” (That sentence alone invokes stories of trust and relationships worthy of its own paper.) My commander distributed a pledge sheet to all of the students and instructors with a quick description of his overarching policy within the squadron; “Safe, Smart, and Legal.” The pledge sheet was one page in length with two signature blocks. One was his; already completed, pledging he would create the environment for us. The second block required a commitment on the part of each student and instructor. A pledge to consider the principles of “Safe, Smart, and Legal” in every action we took from that point on. Whether strapping on an airplane, or driving home, or gathering with family and friends; that principle-based approach was a very simple extension of trust. It empowered us to be accountable for our actions and it shaped the conduct and expectations resulting in a highly regarded “mishap-free” squadron. Without much choice in the soil he was given, he chose to expose us to the required sun and water and let nature takes its course. When individuals are provided with the right environment, the collective group has a tendency to normalize and grow together with a sense of balance.

Max De Pree is a gifted servant-leader and author of best-selling books on leadership approaches and considerations. In his book *Leadership Jazz*, De Pree equates leading an organization to leading a jazz band. It is a brilliant example of releasing the power and creativity of individuals. Jazz, like any other music, has structure. There is a key, a tempo, a beat, a rhythm. All of which is the leaders job. But jazz is unique. Jazz is intensified by the many gifts brought forward by the individual talents of each musician or vocalist. While every member knows the same song, they all add their signature voice to make it full and vibrant. Jazz especially is peppered with improvisation. After all, the structure was simple; here is the key and here is the tempo. Follow me and “play what fits.”

In the the two following examples, the individuals are left to experience their talents and their gifts; free to contribute and grow with an established boundary. In life, we hear stories of individuals who reach out in ways almost unimaginable. These two gentlemen have impeccable integrity and their intent could not possibly be more pure. They have already

changed the destiny of hundreds in a single act. Time will tell, but I am confident they will leave a most profound legacy, one we should all seek to emulate.

Powerful Trust – Greg Mortenson

After his failed attempt to climb K2 in September of 1993, Greg Mortenson descended from his nearly 25,000 foot ascent into a small village in Pakistan. He arrived in Korphe by mistake, the result of fatigue and failure. He was dehydrated and malnourished, but he was welcomed by the village chief. Despite his western appearance, he was trusted and welcomed into their stead. During his time in Korphe, he realized the severe hardships of education and the lack of facilities. He was astonished by the passion and determination displayed by children who desperately wanted an education and teachers willing to scribe lessons in the dirt. Greg Mortenson made a promise to the Chief of Korphe, that he would return and build a school. (Mortenson, pg 33)

How, was another story. He had no money. He wrote 580 letters to everyone from the highest levels of the U.S. government, to academics, to fellow climbers; anything to stimulate the interest of donors and further his cause. Finally, Mortenson got the break he needed. A private donor would send him a check for the requested \$12,000 along with a note, "Don't screw up. Regards, J.H." (Mortenson, Relin) This was one more extension of trust from a stranger that would further empower Greg Mortenson and allow him to return to Pakistan to conduct the next round of trust transactions. In fact the success of the first donation would lead to the establishment of a nonprofit Central Asia Institute (CAI). As CEO, over the last sixteen years, Mortenson's CAI has established 131 schools in Pakistan and Afghanistan, serving more than 58,000 students; most of them girls (Mortenson-Stones, pg. 15)

Greg Mortenson's adventure and mission first enlightened the world in his book Three Cups of Tea. I have merely provided a small snapshot of his character and competence. His impact has influenced the Chairman of the Joint Chiefs of Staff to not only add Three Cups of Tea to his recommended reading list, but also make it mandatory reading for all counterinsurgency officers at the Pentagon as well as recommended reading for all military professional schools. Additionally, many commanders are recommending this book and his follow-on effort Stones Into Schools for all service members deploying to Iraq and Afghanistan. Whether extending or receiving trust; the "power of individuals" radiates in the example of Greg Mortenson and his "mission to promote peace, one school at a time." (Mortenson, Relin)

Powerful Trust - Captain Chelsey "Sully" Sullenberger

Have you ever thought about the trust relationships that exist when you fly on an airplane? As a passenger, you trust the crew to get you to your destination safely and on time. You trust that the airline team can also make sure your luggage arrives at the same airport, preferably when you do. As crewmembers, the members of the flight deck trust those in the cabin to report things out of the ordinary and frankly, everyone in the cabin likes it when the captain comes over the PA and informs as well. And then there are those times when all you might hear is "Brace for impact!"

The successful ditching of USAir Flight 1549 began nearly forty years before touchdown on the icy waters of the Hudson. The acclaimed “Sully” had committed himself to a relentless pursuit of character and competence. He had accumulated over 29,000 flight hours throughout a career as an Air Force fighter pilot and then commercial airline pilot. (Sullenberger) His account of his life leading up to and including the aftermath of his successful ditching cannot be adequately summarized in this paper, but suffice it to say, there was no shortage of trust on that icy morning, 15 January 2009.

As I mentioned in my previous analogy borrowed from Max De Pree, the assembly of a flying crew is very much like a jazz band. Each individual brings his or her own character and competence, flavored with the context of experience and glowing with the prospect of opportunity. I do not believe in luck. I prefer Randy Pausch’s wisdom, borrowed from Seneca, the Roman philosopher, “Luck is what happens when preparation meets opportunity.” (Pausch, pg 147) An airplane full of Charlotte-bound passengers would bear witness to and forever be a part of one of aviation’s most prepared flights; a rare five minute and thirty-four second flash of opportunity.

“Sully” and his crew met and started to form a relationship only three days earlier. He describes how, as the captain, he set the tone, explained his expectations, and sought the concerns and needs of his First Officer Jeff Skiles and the flight attendants Sheila, Donna, and Doreen. This four day trip would be Jeff’s first time flying the Airbus A320 without an instructor. However, he brought with him over 20,000 flight hours and 23 years of experience with USAir, eight as a captain in the 737. The flight attendants combined for more than 38 years of experience. (Sullenberger)

In the end, character and competence paid off. Captain “Sully” successfully ditched a powerless passenger airline in the frigid waters of the Hudson River. All 150 passengers would survive. The investment in character and competence on the part of the individual crewmembers ensured that every passenger would “see tomorrow” with the opportunity to create the life vectors and relationships God still had intended for them. The drama and story of Flight 1549 is a testament to the lifelong pursuit of developing the individual and provides one of the most awesome balance sheets of trust dividends.

The Power of Individuals – The Takeaway

We have taken a journey through structure, organization, relationships, character, and competency. For many I have highlighted common truths. For others I may have provoked a curious thought. For most, I hope I have used this discussion to stimulate thoughts about what the “power of individuals” means. It means many things to many people. To me, the “power of individuals” is the promise and optimism that resides in every person you see in life’s every encounter. It is the latent, yet churning potential that resides in every relationship. It is the opportunity to engage and develop, share and entice, mentor and admire. The “power of individuals” is recognition that people can do great things, regardless of their position, their past, or their pedigree. As leaders, we owe the promise and opportunity to those we are fortunate to lead. We cannot accept the tax we assume when

we fail to extend trust. For those being led, seek out the promise and opportunity. Extend and welcome trust in your own relationships. Charge yourself with the potential resident in a “righteous character” and a “proven competence.” Make yourself a source from which your organization prospers. The power is within each of us.

Research Methodology:

The bulk of my research consisted of sheer reading. As mentioned earlier, I used this opportunity to devote my time and focus to catching up on both my personal and professional reading lists. Additionally, I shared a great deal with my wife and confidant; whom, by the way, read many of the books with me and was able to provide a wonderful perspective. A great deal of my reading reinforced concepts and principles I had already been exposed to during the course of various professional military training environments. I have been blessed with wonderful career opportunities and most importantly, I have enjoyed the fortunate pleasure of working for and with some of the most gifted leaders and followers our nation will ever know.

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APPENDIX C: Book Report – Emerging Leaders

Example Book Report –

James E. Brown -Who Moved My Cheese

Who Moved My Cheese?

James E. Brown

Emerging Leader Program – Pacific Leadership Academy - 2009

EXAMPLE

Book Title: Who Moved My Cheese?

Author's Name: Spencer Johnson M.D.

Publisher: G.P. Putman's Sons – New York - 1998

Spencer Johnson employs a creative method in identifying the feelings that which manifest themselves through human behavior when faced with change. Change is one of life's constants but fear, complacency, and a sense of entitlement often create crippling and unproductive behaviors that leads to a most undesirable end. The author tells a story that is set in a large and intricate maze with cheese stations peppered sporadically around the vast area. The maze is a metaphor that represents the environment we, as human beings, live in, work at, or in some facet are a participating occupants. The four characters are two mice and two little people; the mice, Sniff and Scurry represent the human behaviors of flexibility and focus; positive behaviors that when properly employed in or daily lives aid in the successful transition of recognizing and adjusting to changing situations. Hem and Haw represent fear and adaptability, human behaviors that either stifle or block recognizing and adapting to change or have vision and intuitiveness that embracing changing situations. As employees we must understand the mission and vision of our respective organizations add to this, our goals and objectives that are nested in the organization's mission. As the mission and vision change, so should our professional objectives. This mandates the need to understand ourselves which includes strengths, weaknesses, fears, and desires. By understanding ourselves we are better enabled to contend with the ebbs and flows of life. As leaders, the need for this understanding is magnified; a learned and perceptive leader will understand the dynamics of organizational culture and guiding the organization's members to work through the challenges of constant change. Leaders at every level of the organization must embrace change; this begins with the Chief Executive Officer because he or she must be the catalyst for change within the organization in order for change to be accepted by

organization members. This is a two –prong process, leading the cultural change in the organization and providing the management skills to cope with the ramifications of constant change. First, as a leader we must endeavor to have intense personal strength and humility. We must have a level of resolve that is unwavering or those that we lead will be twice as unsure especially if the chosen path is unclear. Additionally, leaders must remember to give credit to others that participated in the success of an event while taking responsibility when things do not go as planned; these are all characteristics of great leadership. Executive leaders help their company embrace change by setting forth their strategic intent which is a clear path of the direction they want to direct the company and what results they expect to achieve. Another important point is avoid complicating the situation; Hem, through all his intellect as a little person, ended up thinking of more reasons as to why he should not leave his cheese station even though the most obvious of reasons would lead anyone to think different; the lesson is to keep it simple like Sniff and Scurry who saw the empty cheese station as a key indicator to change and look for more cheese in another location somewhere in the maze. There was no perception of entitlement or expectation that the cheese would be replaced since it was a gradual degradation of available an available resource. There are numerous companies that were on top of their industry but failed to recognize market, technological or process changes until their proverbial cheese station was empty and either never recovered or became extinct all together; Kmart, Polaroid, and Atari are prime examples of such companies. Whether as an organization, manager or as an individual we all possess the potential to recognize and react to change or remain complacent and resistant to the obvious signs in our environments.

The book offers several important takeaways for me as an individual and as a leader. Accomplishment or success makes me happy but in order to maintain that feeling I must be receptive to change or potentially become irrelevant or extinct. I must recognize that fear can be a positive

motivator as long as I maintain my composure and sense of awareness; my fears should not cripple my actions but serve to propel me to further success. It is also important to remember that change is good and can lead to even greater personal or professional success. Who Moved My Cheese is an excellent book in understanding the behaviors that drive our actions in regards to dealing with change. Keeping this knowledge in my tool bag will allow me to help those I work with embrace change as well as maintaining a prospective that is not content with the way things are but receptive to how much better things could be.

EXAMPLE